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ABSTRACT

This module is the fourth of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purposes of which are to develop further the practitioners' knowledge of the theoretical basis of teaching literacy in ALBE programs, to provide a supportive adult learning environment in which practitioners can think critically about their own knowledge and understanding of theory, and to encourage practitioners to define good practice in relation to current and endorsed theory and to reflect critically on their own practice. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

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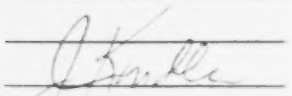

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Linking Theory and Practice

Module 4

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CE 071 317

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Linking Theory and Practice
is Module 4 of the professional development course,
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Module 4 Overview

Linking Theory and Practice

Duration

6 hours

Purpose

To develop further the practitioners' knowledge of the theoretical basis of teaching literacy in Adult Literacy and Basic Education (ALBE) programs

To provide a supportive adult learning environment in which practitioners can think critically about their own knowledge and understanding of theory

To encourage practitioners to define good practice in relation to current and endorsed theory and to reflect critically on their own practice.

Relationship to Competency Standards

Competency standards for ALBE teachers have not been established by a national body fully representing the profession. However, the national project, "What is a Competent ABE Teacher?", undertaken by the University of Technology, Sydney has developed standards for the field.

Module 4 relates to the UTS Units of Competency 1, 3, 4 and 7. (See pages 8 – 9.)

Prerequisites and/or Corequisites

Not applicable

Summary of Content

Major Groups of Theory
- Literacy education
- Naming groups of theory

Two Major Theories
- Psycholinguistics: a theory of literacy and learning
- Systemic functional linguistics: a theory of language in context

Applications
- Psycholinguistics pedagogy
- Genre pedagogy

Further Theory and Practice
- Other theories
- Interplay of theories

Delivery

Interactive workshop with some plenary, small group and individual activities, as set out in the Presenter's Guidelines.

As the workshop is designed using a Competency Based system of Training, there are assessment tasks to be commenced during the workshop and completed over the next six weeks. The coordinator will be responsible for sending a Statement of Achievement to each participant who completes the assessment tasks to the standard required for this module.

Learning Outcomes

On completion of this module the participants will be able to:

1 outline the major features of the theories of psycholinguistics and systemic functional linguistics

2 use terms with understanding and apply concepts encountered in the major literacy theories underpinning good practice in ALBE

3 identify appropriate sources for further reading

4 describe some pedagogies associated with the theories of psycholinguistics and systemic functional linguistics

5 identify a variety of literacy teaching practices which have an explicit theoretical basis.

Assessment Criteria

Assessment of the learning outcomes will be supervised by the presenter and/or coordinator of each workshop.
In addition to the tasks listed, the Participant's Profile allows for self-assessment of the learning outcomes.

The participants will commence the assessment tasks during the workshop and complete them within the next six weeks.

1 Prepare a mindmap of the major theories encountered in the workshop.

2 Submit an outline of a teaching/learning situation which reflects the pedagogies discussed in the workshop.

Minimum Essential Resources

Pre-workshop Readings must be sent to participants in time for them to be read. Participants should bring them to the workshop for use during the sessions.

- Daws L (1992) "Clarice's battle with the bingo authorities" *Open Letter* **3** 1, 47-51

- Wallace C (1988) "Participatory approaches to literacy with bilingual adult learners" *Language Issues* **2**, 2

Background Readings for Presenters are listed in the Presenter's Guidelines. They are for the use of presenters and are essential to their preparation. They are marked with an asterisk in the Suggested References.

The **journal article**, Burns (1990), should be copied and handed out during Session 4 to reinforce the objectives of that session.

Session Readings are also listed in the Presenter's Guidelines. They relate directly to the content of the sessions and presenters should select appropriate extracts as suggested. Selections must be photocopied in readiness for Session 3: 3.1 and 3.2, Session 4: 4.2 and Session 6: 6.1

Resources provided for the presentation of the workshop are numbered and can be found in the final section, Workshop Resources.

- Resources 1 to 16 should be photocopied and handed out to participants in a folder.

- Resource 17, "Evaluation of the Workshop", should be copied separately so that it can be handed back after it has been filled in, before the end of the workshop.

- Participant's Profile, column 1, must be filled in at the beginning of the workshop. (Participants retain it for future self assessment.)
- A whiteboard and an overhead projector, blank transparencies and pens should be available for the presenter.

Suggested References

The following books and journal articles could be displayed at the workshop. They are also listed for participants in Resource 16.

Background Readings for Presenters are included in this list and are marked with an asterisk (*).

Beattie S (1991) *Moving from Strength to Strength: a self paced professional development package for teachers of Adult Literacy and Numeracy* Faculty of Education UTS Sydney

Burns A (1990) "Genre-based approaches to writing and beginning adult ESL learners" *Prospect* **5** 3 *

Burns A (1992) "Adult literacy and adult ESL" *Good Practice in Australian Adult Literacy and Basic Education* No 16 pp 8–10

Callaghan M & Rothery J (1988) "Teaching factual writing – a genre based approach" in *Language and Social Power* Disadvantaged Schools Project Metropolitan East Region

Daws L (1992) "Clarice's battle with the bingo authorities" *Open Letter* **3** 1 pp 47–51 Derewianka B (1990) *Exploring How Texts Work* Primary English Teaching Association

Freebody P & Luke A (1990) "Literacy programs: debates and demands in cultural contexts" *Prospect* **5** 3 pp 7–16

Goodman K & Burke C (1980) *Reading Strategies: Focus on Comprehension* Holt Rinehart and Winston

Hager Paul and Gonczi Andrew (1991) "Competency-based standards: a boon for continuing professional education" *Studies in Continuing Education* **13** 1 pp 24–37 *

Hammond J (1990) "Is learning to read and write the same as learning to speak?" in *Literacy for a changing world* ACER

Hammond J et al (1992) "Theoretical principles" in *English for Social Purposes* NCELTR *

Joyce Helen (1992) "Principles of literacy teaching" in *Workplace Texts in the Language Classroom* Curriculum Support Unit NSW AMES *

McCormack R and Pancini G (1991) "Revising with mindmaps" in *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge: A Guide for Teachers* Footscray College of TAFE *

Shipway A (1989) "Reading from students' own language experience" *Good Practice in Australian Adult Literacy and Basic Education* No 3 pp 9–10

Smith Frank (1983) "Conflicting approaches to reading research and instruction" in *Essays into Literacy* Heinemann

Wallace C (1988) "Participatory approaches to literacy with bilingual adult learners" *Language Issues* 2 2 Also reprinted with permission in Beattie S (1991) pp 6.12 – 6.20

Weaver, C. (1980) "How does language mean, and why does it matter in the teaching of reading?" in *Reading Process and Practice* Heinemann

Glossary

Schema: an organised "chunk" of knowledge and experience, often accompanied by feelings

Psycholinguistics: a hybrid discipline from "psyche" meaning "mind" and "linguistics" meaning the "study of language"; the study of the interaction between language and thought

Text: "any connected stretch of language that is doing a job within a social context" (Hammond 1992 p 1).

Genre: "culturally evolved ways of getting things done" (Hammond 1992 p 2) "a staged purposeful social process" (Joyce 1992 p 26)

Acknowledgments

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Source materials used for Workshop Resources

Resource 5 — Joyce Helen (1992) "Principles of literacy teaching" in *Workplace Texts in the Language Classroom* Curriculum Support Unit NSW AMES

Freebody P & Luke A (1990) "Literacy programs: debates and demands in cultural contexts" *Prospect* **5** 3 pp 7–16

Wallace C (1988) "Participatory approaches to literacy with bilingual adult learners" *Language Issues* **2** 2

Resources 7 &8(ii) — Weaver, C. (1980) *Reading Process and Practice* Heinemann

Resource 8(i) — Goodman K & Burke C (1980) *Reading Strategies: Focus on Comprehension* Holt Rinehart and Winston

Resources 10 & 14 — Hammond J et al (1992) *English for Social Purposes* NCELTR

Resource 12 — Shipway A (1989) "Reading from students' own language experience" *Good Practice in Australian Adult Literacy and Basic Education* No 3 pp 9–10

Linking Theory and Practice

Presenter's Guidelines

- Welcome and background to the workshop 160
- Major groups of theory 161
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  - Naming groups of theories
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- Applications of theories 165
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- Further theory and practice 167
  - Other theories
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- Close and evaluation 170

CONTENT	PRESENTERS GUIDELINES	RESOURCES
SESSION 1 (30 minutes)	Times given are suggestions only.	
1.1 Welcome • Who are you? • What work do you do? • What work would you like to do? • What are your expectations of the workshop?	Distribute name tags and Workshop Programs as participants arrive for registration. Introduce yourself, giving brief details of current work. Ask participants in turn to address the group. Ask participants to fill in the first column of their profile.	Name tags, Workshop Programs, attendance record **Resource 1 –** "Participant's Profile"
1.2 Background to the workshop • Workshop aims • Learning Outcomes What are the reasons for the use of competency standards?	Briefly explain the workshop aims and give an overview of the program, using OHT of Resource 2. (Objectives of individual sessions can be given at beginning of each session.) Explain the relationship between the learning outcomes (as listed in Resource 1) and the competency standards for ALBE teachers. Emphasise the importance of demonstrating outcomes. You could briefly mention the National Training Agenda as background.	**Resource 2 –** "Workshop Aims" **Resource 1** **Background Reading for Presenter**: Hager & Gonzci (1991)

• Workshop Assessment Tasks • How do you get a Statement of Achievement for Module 4?	Refer participants to the Program and/or show OHT of Resource 3. Explain both assessment tasks, what participants have to do and when, in order to obtain the Statement of Achievement.	**Workshop Program** **Resource 3 –** "Assessment Tasks"
SESSION 2 (45 minutes)		
2 Major groups of theory • Session objective	Explain the session objective using an OHT of Resource 4: to develop an understanding of literacy education in relation to a theoretical framework.	**Resource 4 –** "Session Objectives"
2.1 Literacy education	Use each quote from Resource 5 in turn to trigger whole group discussion about "What is literacy education?" Summarise the discussion of each quote so that by the end of this segment there is a list on the OHP of about 4 – 6 key points. *Alternatively, ask the participants to read the quotes and, after each quote, to complete such statements as:* *"Literacy development means..."* *"Literacy teaching aims to..."* *Conclude this segment by asking participants to share their statements with the whole group.*	**Resource 5 –** "What is literacy education?" blank OHTs for group summary

2.2 Naming groups of theory • Language • Literacy development • Learning • Curriculum	Use the quotes in Resource 5 again, so that by the end of Session 2 it will be clear that the statements have a theoretical basis which can be described (for **this** workshop) as **four areas of theory**. Proceed as follows with participants in groups of 3 – 4. Ask them: • "What are the broad theories informing the quotes?" or • "What are the theories about?" Possible answers may include: • theories about how adults develop literacy • theories of language • theories about the structure of curricula • theories about how adults read. Invite group leaders to share their "naming" or descriptions of major groups of theory and to make a brief summary to facilitate whole group comment. Affirm the findings of the groups, then explain that for convenience and to facilitate the workshop, groups of theory can be labelled as in Resource 6. Note the **interrelationships** and the **socio-political context.** *Alternatively the segment can be run in reverse order.* *Show Resource 6 first. Then participants in small groups relate the major groups of theory to the quotes in Resource 5.*	**Resource 5** **Resource 6–** "Major Groups of Theory Framing the Practice of Adult Literacy"

SESSION 3 (45 minutes)		
3 Two major theories • Session objective	Explain the session objective as follows: to develop knowledge of two major theories which • inform adult literacy pedagogies which can be a framework for participants' further study.	**Resource 4**
3.1 Psycholinguistics	Lead into the activity with a summary of "What is Literacy Education?" to show that we need **more than single theories** to inform literacy teaching.	**OHTs made in session 2.1**
• A theory of literacy and learning	Ask participants to brainstorm their present understanding of Psycholinguistics and Socio-psycholinguistics. Record main ideas from whole group on whiteboard. Use Resources 7, 8(i), 8(ii) and 8(iii) as handouts or on the OHP. Pre-select a few paragraphs from the Session Readings and distribute them to small groups. Ask group leaders to record 5 or 6 findings about Psycholinguistics. To summarise this segment, leaders show their findings. Draw attention to previous findings from brainstorm recorded on whiteboard.	**Resource 7** **Resource 8(i)** **Resource 8(ii)** **Resource 8(iii)** **Session Readings** • Weaver (1980) pp 15–18, 24–29 & 38-39 • Smith (1983) chapter 7 pp 59-70 • Goodman and Burke (1980) Chapter 1

3.1 (continued)	*Alternatively, speak from a prepared summary of the theory of Psycholinguistics and give out a list of session readings for participants' further study.*	**Resources 7 and 8 (i), (ii) & (iii)** as OHTs
3.2 Systemic Functional Linguistics • A theory of language in context	Presenter asks participants to brainstorm their present understanding of Systemic Functional Linguistics. *If this appears to be a new area for participants you could go straight to the alternate mode. (See bottom of this column.)* Record main ideas from whole group on whiteboard. Distribute selected extracts from session readings to small groups and ask each group leader to record main points about Systemic Functional Linguistics. To summarise the segment, leaders show their findings. Compare these with earlier findings on whiteboard and with Resources 9 and 10. *Alternatively, speak from your own summary of Systemic Functional Linguistics and use the session readings as handouts for further study.*	**Session Readings** • Hammond J et al (1992) p 1 • Joyce H (1992) chapter 7 **Resource 9 –** "Some Features of Systemic Functional Linguistics" as OHT **Resource 10 –** "Systemic Functional Model of Language" as OHT

SESSION 4 (1 hour 30 minutes)		
4 Applications of theories • Session objectives –	Explain the session objectives as follows: • to develop understanding of some pedagogies which have developed from the theories discussed • to enable participants to explore possible relationships between the pedagogies.	**Resource 4**
4.1 Psycholinguistics pedagogy	Give a summary of the pedagogies using Resource 11 (so that participants will be able to recognise the main points while working on the case study of Bruce). Ask whole group to add extra points or ask questions about the summary.	**Resource 11 –** "Some Features of Psycholinguistic Pedagogy"
• Case study	Distribute case study to small groups to read and make notes. Ask them to link aspects of the pedagogy being used in Resource 12 to the corresponding features in Resource 11. *Alternatively, working with the whole group, use the case study to enable participants to write down the stages in the teaching/learning cycle described in this case study.*	**Resource 12 –** "Case Study: Bruce" from Shipway A (1989) **Resource 12**

4.2 Genre pedagogy • teaching/learning cycle	You could refer back to session 2.1 and the groups' OHTs. Highlight references to literacy as "social process". Ask participants to brainstorm their understanding of Genre Pedagogy . Write responses on whiteboard. Compare to Resource 13. Explain the stages in the teaching/learning cycle: the sequencing of classroom tasks. Refer to Resource 14. Distribute copies of the article by Burns for participants' further reading, as an example of the use of this cycle.	**Resource 5 and OHTs from Session 2.1** **Resource 13–** "Some Features of Genre Pedagogy" as OHT **Resource 14 –** "Genre-based Teaching/Learning Cycle" **Session Reading:** Burns A (1990) pp 64–70
4.3 Assessment Task 1: Case study	Explain that the assessment task enables participants to explore the relationship between the two pedagogies discussed previously. It will be commenced now and completed after the workshop. Write the assessment task instructions on whiteboard: • Go back to the "Bruce" case study. • Plan a teaching/learning situation using genre that builds on the base provided by whole language. (You may wish to include other features.)	**Background Readings for Presenter:** • Hammond (1992) Part One • Joyce (1992) chapter 7 **Resource 12**

SESSION 5 (1 hour 30 minutes)		
5 Further theory and practice • Session objectives	Explain session objectives as follows: • to develop an understanding of the broader theoretical base of literacy pedagogies • to enhance participants' understanding of the foregrounding of particular theories in literacy pedagogies.	**Resource 4**
5.1 Other theories	Lead a brief group brainstorm about "What other theories inform our practice?"	
	Refer participants to the session reading: Daws, Case Study. Ask for comments or questions.	**Session Reading** previously sent to participants: Daws (1992)
• theories of curriculum development • theories of learning • socio-political theory • foregrounding	Use focus questions from the first half of Resource 15 for participants to discuss in small groups. To summarise the theories, ask the whole group the questions from the second half of Resource 15. Ask participants for the reasons for their answers.	**Resource 15 –** "Questions for Case Study" as OHT

5.2 Interplay of theories	*The following case study contrasts with the above and presents a pedagogy with a broader theoretical base.* Explain that the activity will entail small group reading (Wallace pp 8-11) and detailed study of the main features of the pedagogy described. Ask the small groups: • to discuss how they will organise the re-reading of the extract and • to make a group list of the features of the pedagogy. You could refer back to the diagram on Resource 6. Conclude the segment by asking questions like: • Is the pedagogy in the case study informed by a broad or narrow range of theories? • If so, which theory or theories? • What evidence made you select those theories? • What are the main differences between the 2 case studies?	**Session reading** previously sent to participants: Wallace (1988) **Resource 6**

SESSION 6 (1 hour)		
6.1 Assessment Task 2: Mindmapping	Emphasise that Assessment Task 2 is an opportunity to demonstrate understanding, by reviewing what has been learned in the workshop, and presenting it in the mindmap. Participants will work individually using the following handouts from the Presenter's Background Reading: • "Mindmap Steps" (p 112) • "Teaching Cues" (p 113) • sample mindmaps to exemplify the mindmapping strategy (p115 or p 116). Ask for questions and comments before participants start. Tell participants to choose a **key word** from either "theory" or "pedagogy" for the starting point of their mindmap. Allow about 30 minutes for working on the mindmaps. Act as a resource person where needed. Explain arrangements for submitting mindmaps. (Name and address of coordinator, due date.)	**Background Reading for Presenter:** McCormack & Pancini (1991) pp 107-116 **Resource 3**

6.2 Close	Make concluding remarks: • commend group on participation, contributions, interest • reiterate that the workshop has been an introduction • invite suggestions for both formal and informal further study such as: subscriptions to particular journals using local resource centres participating in local study group enrolling in professional development activities, eg **Adult Literacy Teaching: A Professional Development Course**	Samples of journal articles and books for browsing
	Refer to Resource 16 for further reading.	**Resource 16 –** "Suggested References"
• Titles of other TAFE National Staff Development Committee programs for ALBE personnel, and other avenues for professional development	Remind participants that there are many other workshops funded by TAFE National Staff Development Committee, eg other modules of **An ALBE Inservice Program**. Participants may have suggestions for training programs.	
6.3 Evaluation	Distribute Resource 17. Participants leave as this is completed and returned.	**Resource 17 –** "Evaluation of the Workshop"

Linking Theory and Practice

Resource 1

Participant's Profile

Unit 4: Linking Theory and Practice

Please rate yourself against the learning outcomes on a scale of 0 – 6.
A rating of 0 signifies no experience or ability in the area.
A rating of 6 implies that you have a high level of skill.

STATEMENTS	BEFORE WORKSHOP	AFTER WORKSHOP	3-6 MONTHS LATER
I can outline the major features of the theories of psycholinguistics and systemic functional linguistics.			
I use terms with understanding and apply concepts encountered in the major literacy theories underpinning good practice in ALBE.			
I can identify appropriate sources for further reading.			
I can describe some pedagogies associated with the theories of psycholinguistics and systemic functional linguistics.			
I can identify a variety of literacy teaching practices which have an explicit theoretical basis.			

Resource 2

Linking Theory and Practice
Workshop Aims

The broad aims of the workshop are:

1 to develop further the practitioner's knowledge of the theoretical basis of teaching literacy in Adult Literacy and Basic Education programs

2 to provide a supportive adult learning environment in which practitioners can think critically about their own knowledge and understanding of theory

3 to encourage practitioners to define good practice in relation to current and endorsed theory and to reflect critically on their own practice.

Assessment Tasks

Both these assessment tasks are to be commenced in the workshop and completed in the next six weeks.

- Submit a mindmap of the workshop session about theory.

- Submit an outline of a teaching/learning situation which reflects the pedagogies discussed in the workshop.

Participants who complete both assessment tasks will receive a Statement of Achievement for Module 4.

Send completed Assessment Tasks to Workshop Coordinator:

Name .....

Address .....

.....

.....

Date Due .....

Session Objectives

Session 2

- to develop an understanding of literacy education in relation to a theoretical framework

Session 3

- to develop knowledge of two major theories which inform adult literacy pedagogies and which can be a framework for participants' further study

Session 4

- to develop understanding of some pedagogies which have developed from the theories discussed
- to enable participants to explore possible relationships between the pedagogies

Session 5

- to develop an understanding of the broader theoretical base of literacy pedagogies
- to enhance participants' understanding of the foregrounding of particular theories in literacy pedagogies.

Resource 5

What is Literacy Education?

1 Literacy development is a life-long process. Literacy is not a matter of simply equipping learners with a bundle of basic skills (eg decoding letters into sounds) at one point in their lives. It is a matter of developing control of written texts within contexts. Each time people move into new social contexts they will need to learn new ways of using language. In some contexts this will require learning to read and write different texts.

Joyce (1992) p 18

2 ...a successful reader in our society needs to develop and sustain the resources to adopt four related roles: code breaker ... text participant ... text user ... and text analyst. We use these categories as a heuristic guide for literacy educators to consider what literacies are offered in various instructional programs. This issue thus becomes not whether a basic skills or communicative or a critical approach to literacy instruction is most appropriate or necessary rather that each of these general families of approaches displays and emphasises particular forms of literacy, such that no single one will, of itself, fully enable students to use texts effectively in their own individual and collective interests, across a range of discourses, texts and tasks.

Freebody and Luke (1990) p 7

3 The teaching of literacy requires the teacher to take two perspectives on literacy development: a short term perspective which is concerned with the development of a functional literacy. In the short term the teacher set goals to enable learners to read and write the texts they require on a day to day basis. A long term perspective—which is concerned with the development of a critical literacy. This development can begin at lower levels of proficiency as teachers relate the texts to their social and cultural functions and make their learners aware of how the texts are structured for social purposes.

Joyce (1992) p 18

4 What we are talking about is not functional literacy which reinforces current roles and needs, but a critical literacy, which for Freire would mean a "conscious participation in the reconstruction of society". Literacy makes us more aware of the "word", allows us to stand back and reflect on words, which in turn allows us to challenge the worlds which those words variously represent. It follows that we must move beyond minimal interpretations of literacy as the ability to read and write to a view of literacy as a resource which offers the possibility of access to what has been said and thought about the world, of the kind which day to day spoken interaction can less readily offer.

Wallace (1989) p 7

5 Adult learners in classrooms are not merely empty vessels in a cognitive sense to be filled with learning; while their educational experiences may in some cases be limited, their life experiences are very rich and diverse. Many too are likely to be experiencing not just the difficulties of being a parent or wife or employee but as ethnic and linguistic minorities, the particular difficulties of cross-cultural misunderstanding and racism in their dealings with institutions and individuals. In general participatory approaches encourage students to bring into class either a text or a verbal account which has presented a problem for them. This is then used as a focus for the rest of the class.

Wallace (1989) p 9

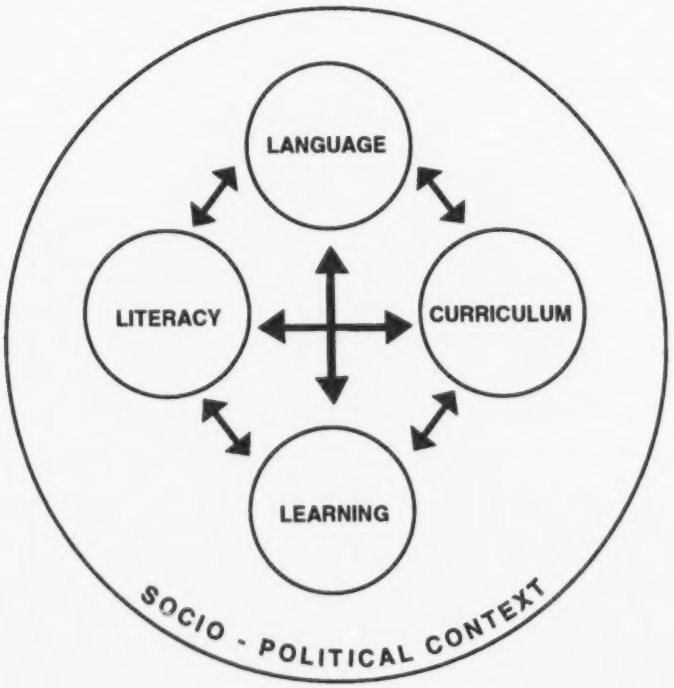
6 Language learners will have particular attitudes to literacy. They will bring to the classroom literacy practices from their own cultural and social backgrounds. They will have perspectives on the importance of literacy in English to their lives within Australia and some may place it low on their agenda. However, it is essential that all learners understand:

- the significance of literacy within Australian society
- the significance of literacy within the domain of work
- the place of written language in the language classroom and in language learning.

Joyce (1992) p 21

Resource 6

Major Groups of Theory Framing the Practice of Adult Literacy



Some Features of Psycholinguistics

1 It is a theory of how a reader comprehends during a transaction between the reader and the text.

2 The role of decoding in reading is played down. It asserts that the correspondence of letters to sounds is so limited that the reader uses other, more efficient strategies to get meaning.

3 Reading is an active centrally motivated and directed process. Readers look for featural information they need and ignore information that is irrelevant for their purposes.

4 The readers' knowledge enables them to make use of contextual information: grammatical, semantic, situational (socio-psycholinguistics).

5 The reader uses the three cuing systems of syntax, semantics and graphophonics to get meaning from text (psycholinguistics).

6 Meaning is not derived by adding together the meanings of individual words in a sentence.

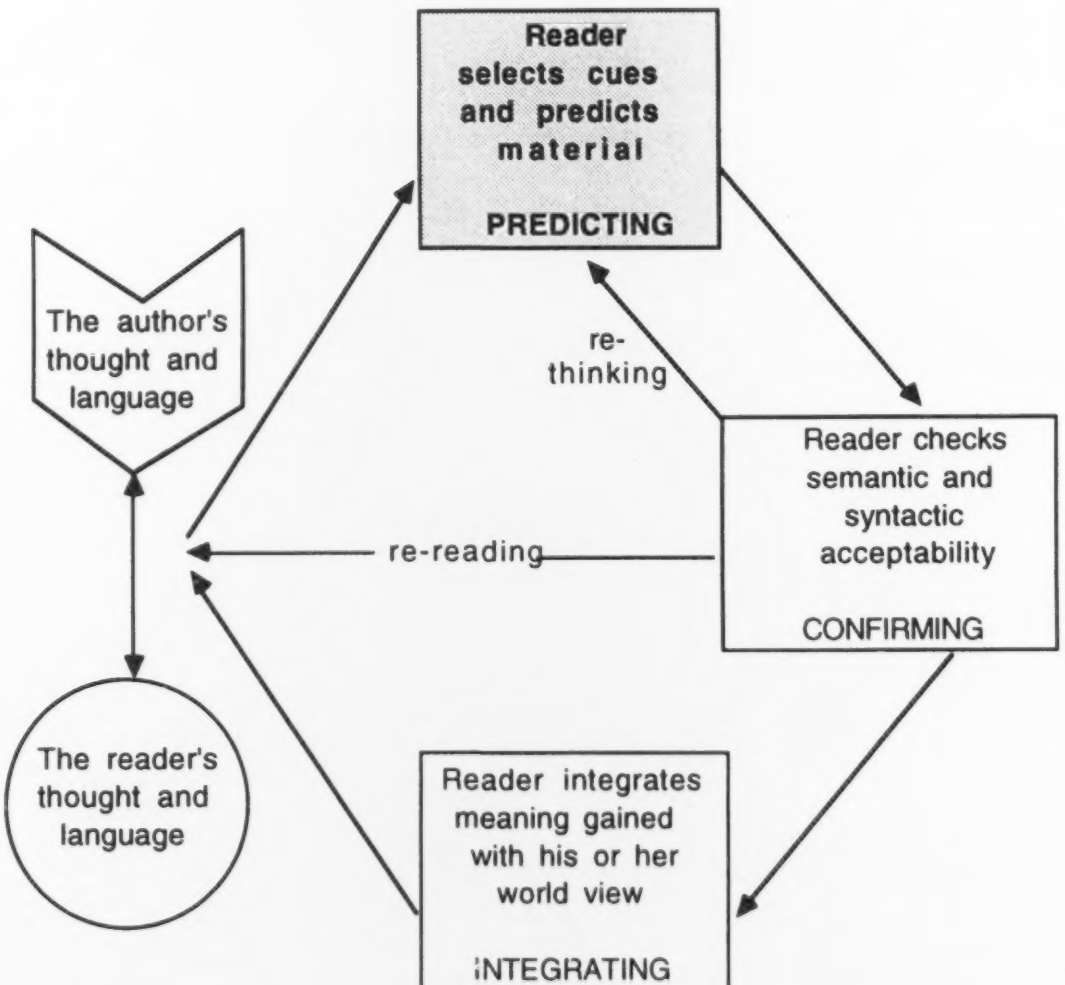
"The meaning of a sentence arises or develops by means of transactions among words whose meanings are not identifiable except in context, where context includes grammar, semantics and situation. It is the readers' and listeners' schemas that enable them to make use of these various kinds of context to comprehend language."

Weaver (1980) p 18

Resource 8(i)

Psycholinguistic Model of Reading

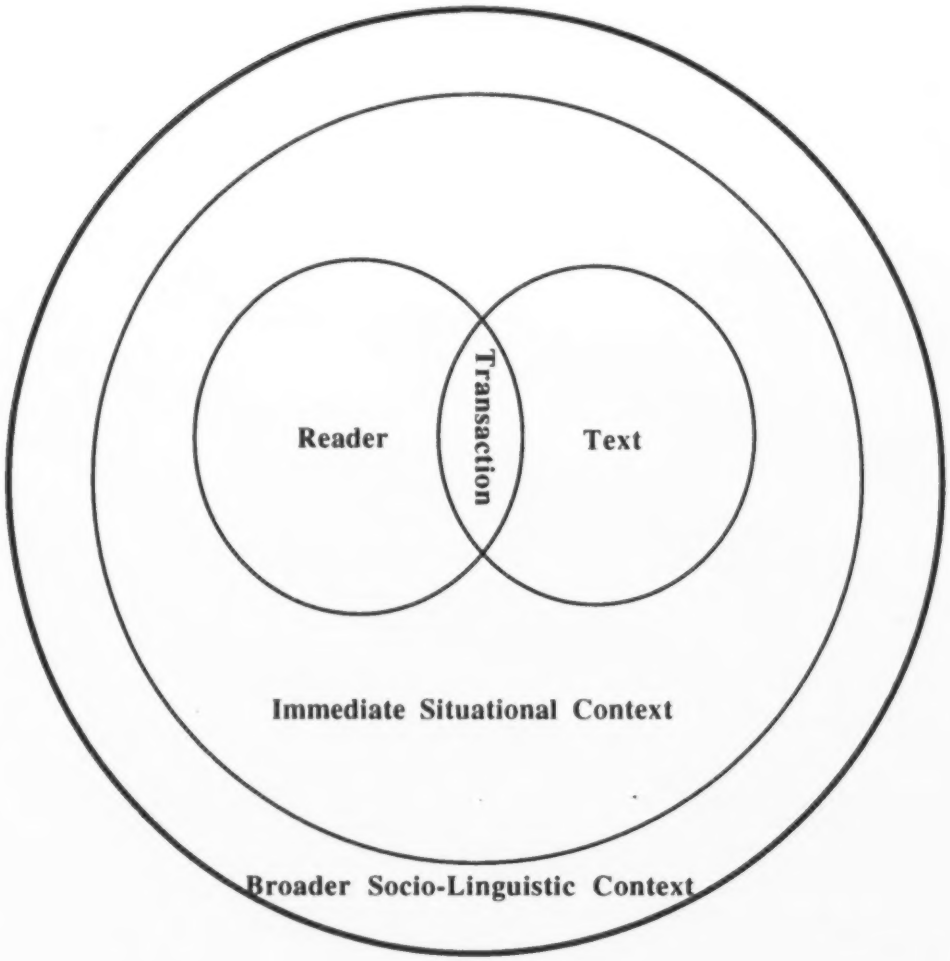
A Model of Proficient Silent Reading—(focus on predicting)



Goodman and Burke (1980) p 5

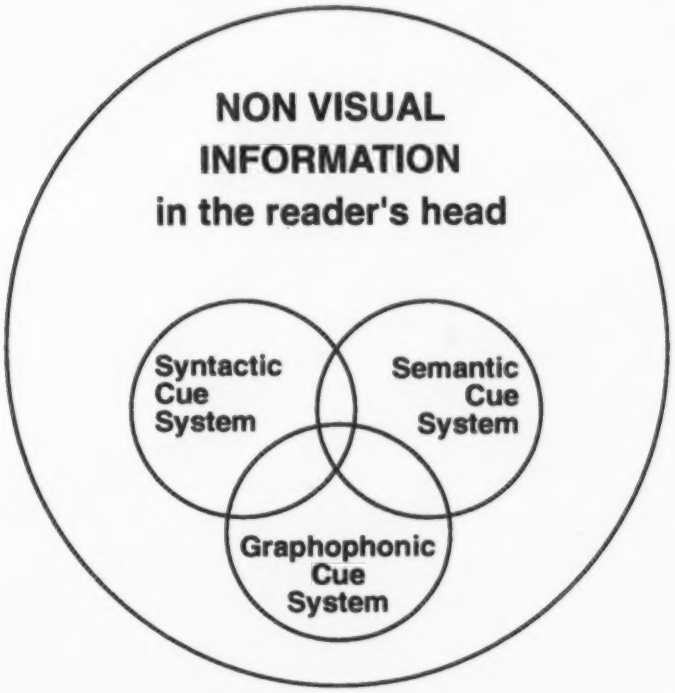
Resource 8(ii)

Socio-Psycholinguistic Model of Reading



Weaver (1980) p 30

The Three Cuing Systems in the Psycholinguistic Model of Reading



Resource 9

Some Features of Systemic Functional Linguistics

1 Systemic functional linguistics is a theory of language in context.

2 Language is a resource which people use to make meaning. Meanings are constructed by choices of grammar and vocabulary.

3 Different purposes for using language and different contexts produce different texts.

4 The culturally created patterns of language used to accomplish tasks in society are called genres.

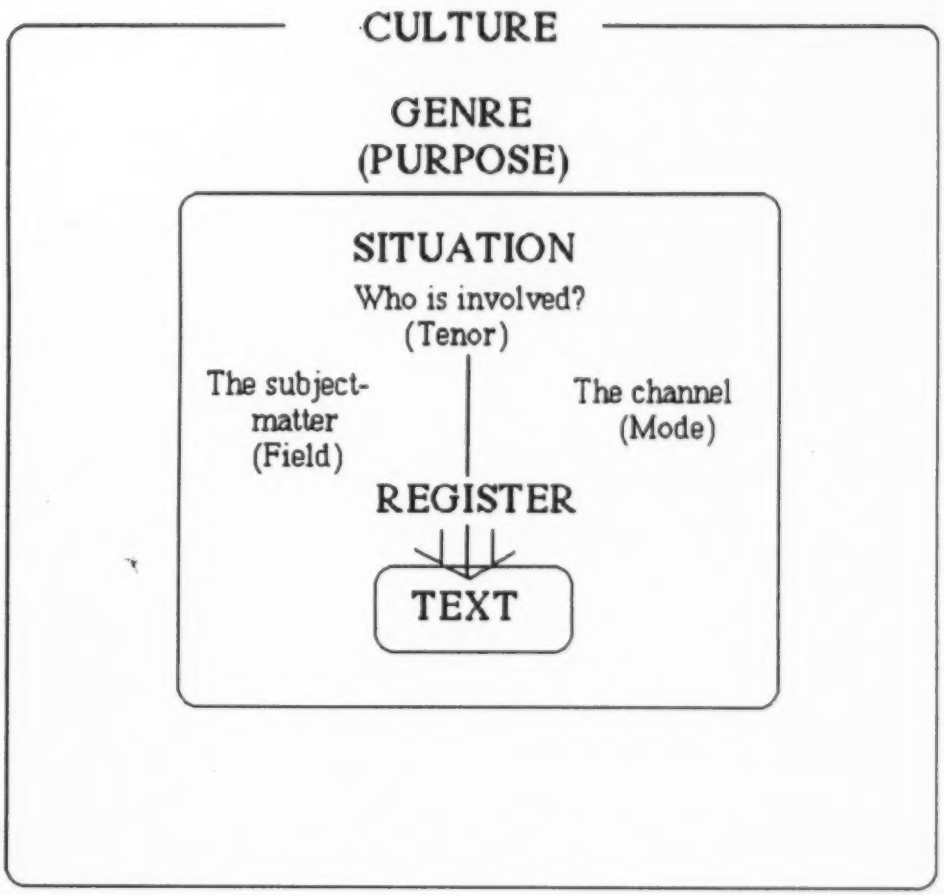
5 Language varies in any context in relation to the three register variables: field, tenor and mode.

6 Systemic functional grammar is a tool for analysing and explaining how language is used.

7 The theory is concerned with language at the whole text level.

Resource 10

Systemic Functional Model of Language



Derewianka (1990) in Hammond J et al (1992) p 1

Some Features of Psycholinguistic Pedagogy

These pedagogies are based on the tenet that reading involves "bringing meaning to a text in order to get meaning from it". (Weaver 1980 p 48)

1 Readers and writers develop their skills through exposure to natural, familiar and real texts.

2 Reading, writing and oral language are integrated.

3 Whole texts are composed for real purposes and a real audience.

4 Learning of letter/sound relationships and sight words occurs through repeated exposure to real texts.

5 Vocabulary controlled material is avoided.

6 Writing is viewed as a process which comprises planning, drafting, conferencing and editing.

7 Students move from familiar contexts and texts to more unfamiliar texts.

8 Students' own texts are used as the basis for further literacy development.

9 Oral language is related to written language and reading is related to writing.

10 Meaning is contained in "chunks".

Resource 12

Case Study: Bruce

One of the greatest breakthroughs in teaching ALBE students how to make reading part of their lives has come from the understanding that students themselves can provide the best starting material.

The whole language experience approach to teaching *all* literacy skills is now widely used throughout Australia, even if many tutors still have trouble remembering exactly what the concept means.

Using a student's own spoken language experience to provide meaningful reading texts is a good example. This technique has been adopted all over Australia as well as overseas. Its use has provided some remarkable success stories.

Bruce's Story

A classic example was described some years ago by Harry Hopkins in a booklet published by the Literacy Centre of Riverina-Murray Institute of Higher Education in Wagga, NSW.

Bruce was a tall, heavily built adult who had worked in the tuna fishery in New Zealand's Bay of Plenty since leaving school at 15. His school records described him as "Above Average" in Woodwork and Art, "Average" in Physical Education and Oral English, "Below Average" in Social Studies and "Rock Bottom" in Reading, Written English and Maths. Bruce was, according to his teachers, a "good lad" and a "keen worker". But confronted with print , Bruce failed dismally. As far as the conventional education system went, Bruce was just another dropout.

But he was a good worker, reliable, and not without initiative. The New Zealand tuna fishing system is short, hectic and well paid. Bruce spent his first off-season riding Greyhound buses around the United States—including a week at Disneyland. The next off-season he decided to learn to read.

Conventional methods were tried first. With flash cards kindly teachers helped him increase his sight vocabulary from 30 to 70 of the 220 words on the Dolch list. But he still couldn't read a newspaper or magazine.

When he and Harry Hopkins met, Bruce talked about tuna fishing. Harry wrote down much of what he said, using Bruce's own words and phrasing. This was quite animated and vibrant, vividly communicating the excitement of the scene as the tuna thrashed the blue sea white, and the polers on their swaying boat struggled to haul the big fish in.

Bruce's own excellent oral description of tuna fishing was typed out, double spaced, and given to him to read as a story, without any explanation of its origin. Straightaway he picked out the word "tuna"—"That's "tuna" isn't it?' His tutor confirmed that he was right. Then "fishing"—right again.

Bruce was now beginning to exhibit some confidence. He started to unlock the message in the tangle of symbols on the page before him.

The point was that he already had some familiarity with his particular text—it was supremely meaningful to him. Equally important, it was written in the terms of his own language experience, using his own words and phrases and his own, familiar, grammatical constructions and conventions.

At the midpoint of the article Bruce's confidence and skill had increased to the stage where he began to process the print silently. Instead of vocalising all his attempts he read aloud only when ne was satisfied the completed sentence or word group was correct. As his confidence and skill increased so did his speed.

By the end of the article he was able to say, 'Hey, I read that, didn't I? You didn't tell me any words at all. Can I read it again?' Then he read the text twice more, each time with increased fluency and excitement.

A plan of action was worked out to build on this success. This included three short pieces written up from Bruce's description of tuna fishing in New Zealand, but using syntactic forms more like those in books. Versions were also worked out with cloze exercises. The process was repeated and more reading materials produced. Then Bruce moved on to other intermediate reading matter, but still with a relevant, meaningful language base similar to his own.

This way Bruce was soon able to develop a sight vocabulary so rapid and extensive he dispensed with his personal word list and learnt to use a dictionary to help him with reading and writing. At this stage his personal list included about 800 words. He could manage magazines such as the Reader's Digest and he took in every word of the daily paper. And he was moving on from the fishing industry to his own business of renovating old houses, after taking night classes in English and Woodwork and working for a local builder.

Bruce's remarkable progress is far from unusual. ALBE teachers who routinely use whole language experience methods each have their examples of astonishing student response.

From Shipway A (1989) "Reading from students' own language experience" *Good Practice in Australian Adult Literacy and Basic Education* No 3 pp 9–10

Some Features of Genre Pedagogy

Genre pedagogy aims to teach learners how to create and analyse spoken and written genres so that they can use language to participate fully in their culture; so that they can accomplish tasks with language.

1 Similarities and differences between spoken and written language are explored.

2 Language learning, but also learning about language are emphasised, ie why spoken and written texts are the focus.

3 Genres are conceptualised as stage, goal-orientated social processes. (Martin and Rothery 1980).

4 Language features of genres can be identified, taught and learned.

5 Models of different genres are analysed.

6 Learners and teachers work together jointly constructing texts.

Resource 14

Genre-Based Teaching-Learning Cycle

The four stages in the Teaching-Learning Cycle are:

Stage One	Building the context or field of the topic or text-type
Stage Two	Modelling the genre under focus
Stage Three	Joint construction of the genre
Stage Four	Independent construction of the genre

For the diagram see Hammond (1992) p 17
For detailed explanation of the stages see Hammond (1990) pp 19 – 24.

Questions for Case Study

For small groups:

1 What does the writer believe is the purpose of literacy? ... of education?

2 What type of curriculum is being developed?

3 What role do the learners have in this literacy class?

4 What does the writer believe about learning?

For whole group:

1 What theories inform the pedagogy in this case study?

2 Which theory or theories are being foregrounded by this practitioner ?

3 What is being left out?

Resource 16

Suggested References

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Shipway A (1989) "Reading from students' own language experience" *Good Practice in Australian Adult Literacy and Basic Education* No 3 pp 9–10

Smith Frank (1983) *Essays into Literacy* Heinemann pp 59–70

Wallace C (1988) "Participatory approaches to literacy with bilingual adult learners" *Language Issues* **2** 2 Also reprinted with permission in Beattie S (1991) pp 6.12–6.20

Weaver C (1980) *Reading Process and Practice* Heinemann pp 15–39

Resource 17

Evaluation of the Workshop Linking Theory and Practice

1 What particular aspects of this workshop did you find helpful?

2 What aspects were least useful or helpful to you?

3 What would you change, or like to see presented differently?

4 What future inservice/extension/support would you like to see arising from this workshop?

5 Any other comments?